**QUESTIONS TO PROMOTE PROFESSIONAL DIALOGUE AND LEARNING: CONVERSATION STARTERS**

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| **During the Planning Conference** | |
| What are the Learning Goals in our lesson? |  |
| As we envision the lesson, how long do we anticipate each part will take? |  |
| As we envision this lesson, what do we see ourselves doing to enable student learning? |  |
| As we see the lesson unfolding, what will students be doing to learn? |  |
| How will we culminate the lesson to ensure our learning goals have been met? |  |
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| **Three Part Lesson Design** | |
| **Minds On** | |
| How will we access prior knowledge in students? |  |
| What preparations have we made to differentiate for student’s interests, readiness, and/or preferred learning style(s)? |  |
| How have we set the context for learning? (Hook? Anticipatory Set?) |  |
| **Action** | |
| How will we introduce new learning or reinforce existing learning? |  |
| What will students be doing to practice and apply learning (gradual release of responsibility) |  |
| What will we see students doing or hear them saying that will indicate to you that students are learning and achieving the lesson learning goals? |  |
| How will we anticipate and respond to a variety of students’ questions? |  |
| **Consolidation** | |
| How will students demonstrate what they have learned? |  |
| What opportunities will we provide for reflection? |  |
| What evidence do we have that our students are developing greater confidence and interest in literacy? |  |

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| **Planning With the End in Mind: About Assessment** | |
| How do we know what our students understand and can do in literacy? |  |
| How will we monitor and respond to the literacy learning of the class as a collective? |  |
| What aspects of our classroom assessments support student learning and achievement of literacy? |  |
| How will we gather, record, and analyze data to assess *for* learning, assess *of* learning, and evaluate learning? |  |
| How will we monitor student learning throughout a chapter or unit of work to ensure equity of outcome (e.g., equity does not mean equal time)? |  |
| What strategies will we use to check students’ consolidation of learning during a lesson or unit of study? |  |
| What ways can our assessment practices be enhanced to support the improvement of student learning and achievement in literacy? |  |

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| **During the Debriefing Conference** | |
| As we reflect on the lesson, what did students do or say to demonstrate their learning and achievement of the lesson’s learning goal(s)? |  |
| Were there any modifications made throughout the lesson’s delivery?  Why? |  |
| Based on the learning goals for this lesson, how was students' understanding and achievement measured? What evidence was gathered? |  |
| As we reflect on this discussion, what big ideas or insights are we discovering? |  |
| As future lessons are planned, what ideas are being developed that might be carried forth to the next lesson or other lessons? |  |
| What ways will we adjust subsequent lessons based on the assessment we gather? |  |
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